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Edge Leadership: Using Senior Leadership Perceptions to Explore Organizational Turnarounds [Dissertation Notice]

Lynn W. Olsen

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Current practices for teacher leadership development within Christian schools. Ed.D., Pepperdine University.

The purpose of this study was to determine the understanding of teachers and principals regarding teacher leadership in K-8 Christian schools in Southern California. The study further investigated practices for, and factors that, enhance or impede teacher leadership development. Qualitative data analysis revealed four over-arching themes: acting on servant leadership qualities, purpose-driven work life, value for professional and spiritual growth, and community-building. The study concluded the following: First, there were differences regarding the definition of teacher leadership. Second, there were no noted differences between principals' and teachers' perceptions within each school, nor observed differences by age of respondent, teaching experience, or academic attainment. Third, Christian school principals and teachers share the belief that teaching is a "calling." Fourth, there is no deliberate formal effort towards teacher leadership development at the schools. Fifth, principals initiated informal teacher leadership development. Sixth, the greatest challenges to teacher leadership development were time and funds.

Olsen, Lynn W. (2010). *Edge leadership: Using senior leadership perceptions to explore organizational turnarounds.* Ph.D., Antioch University.

The researcher developed the concept of an edge leader—that is, one who can mindfully turn around a troubled business to sustain it for the future. In

an increasingly turbulent and competitive climate, more edge leaders must be developed to sustain their organizations for the benefit of shareholders, employees, communities, and society. A review of the classic and contemporary leadership and change literature suggested four elements necessary to develop leaders capable of leading even basic beneficial change: having broad, successful experience; being emotionally and socially aware; having the ability to think differently about priorities and paradoxes when progressing through organizational levels; and having the competencies to fill a role. However, to develop edge leaders, two additional elements are required: instilling a zest for continuous learning and developing the ability to mindfully apply a balance of transactional and transformational leadership practices.

Punnolil, George (2010). *Leadership in religious context today: Building individual and organizational capacity for listening, learning and leading.* Ed.D., Rowan University.

The Church has lost much of her relevance, credibility and impact in the modern world. There is a serious leadership crisis in the Church today. The author inquires into leadership's consistent and continuing failure to be just, compassionate, caring and trusting. He explores the often displayed behavior that is over-protective, anti-learning and self-sealing. Through this research study, he advocates a learning program that will enable and empower the Church leaders (a) to learn how to engage each other and support one another as true leaders; (b) to create structures and systems that are flexible and adaptive, that enable rather than constrain; (c) to develop an organization that is mature enough to rejoice in diversity